

# **Supervision in Counseling: Interdisciplinary Issues and Research**

The Clinical Supervisor  
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KEYWORDS. Clinical supervision, infrastructure of supervision, history models organization	
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<i>Lawrence Shulman</i>	

*The focus of my presentation this morning is the core dynamics and skills of the supervisor-practitioner working alliance, or what I will refer to as the working relationship. I will present a model that suggests that the use of certain communication, relationship and problem-solving skills by the supervisor can influence the development of a positive working relationship with the supervisee, and that this working relationship is the medium through which the supervisor influences the practitioner. I stress the words "influence" because a central assumption of this approach is that both supervision and direct practice are interactional in nature. The supervisor and the supervisee each play a part in the process. The outcome of supervision is the re-*

*sult of how well each contributes to the process. This morning's presentation focuses on the supervisor's role. One of the discussions is the concept of the "parallel process." While the role of the supervisor and the purpose of supervision are quite different from counseling and therapy, nevertheless there are striking parallels in the dynamics and skills. There is a suggestion that "more is caught than taught" and that our supervisees watch us very closely. Whether we like it or not, whether we are aware of it or not, our supervisees learn more about practice from the way we work with them than from what we say about their actual practice. Supervision is not therapy. In fact, supervisors who are seduced into a therapeutic relationship with their supervisees actually model poor practice since they lose sight of the true purpose of clinical supervision and their role in the process.*

KEYWORDS. Clinical supervision, parallel process, supervising, supervisors role, supervision outcome

## Clinical Supervision in Social Work: A Review of the Research Literature

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*Marion Bogo  
Kathryn McKnight*

*In social work, supervision is valued as a crucial activity for professional learning and development. Over time an extensive body of literature has developed that is largely theoretical and practice-oriented. The development of an empirical body of knowledge for supervision has been slow with most approaches supported solely by anecdotal accounts. An extensive review of the empirical studies on supervision conducted in the past decade was undertaken. Two separate streams of inquiry were found; one focused on supervision of professional staff and one focused on field education of students. This body of research is reviewed in two companion papers. Recent studies of supervision of staff are largely descriptive and exploratory yielding limited knowledge for evidence-based supervision. Organizational and professional issues related to the dearth of studies are discussed.*

KEYWORDS. Social work supervision, clinical supervision, research on supervision

## Snapshot of Clinical Supervision in Counseling and Counselor Education: A Five-Year Review

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*L. DiAnne Borders*

*Clinical supervision articles in journals published by the American Counseling Association and in two international counseling journals over the last five years include both conceptual pieces and empirical studies. These articles are reviewed and discussed in light of themes, trends, and implications for the practice of clinical supervision as well as supervisor training.*

KEYWORDS. Supervision approaches, ethical and legal issues in clinical supervision, multicultural supervision, substance abuse counselors, supervisory relationships, supervisor evaluation, group supervision, supervision research

**Clinical Supervision in School Psychology: Challenges,  
Considerations, and Ethical and Legal Issues  
for Clinical Supervisors**

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*Tony D. Crespi*

*Jennifer M. B. Dube*

*Clinical supervisors face unique challenges in school psychology. It is estimated that approximately one-third of school psychologists will testify in court on issues challenging school psychological assessments. With courts finding against schools and practitioners omitting such aspects as DSM diagnoses, the complexity of practice grows. Still, the issues are not confined solely to assessment and diagnosis. From assessment to counseling and from consultation to interrogations involving school shootings, school psychologists are facing issues of growing complexity. Still, despite acknowledgement that clinical supervision is a highly valued tool for remaining up-to-date, few school psychologists actually receive clinical supervision. This article provides a fundamental look at the literature, to challenge and examine definitions of clinical supervision, and provides a contemporary foundation, through an examination of selected ethical and legal issues, of clinical supervision issues facing school psychologists.*

**KEYWORDS.** Supervision in school psychology, psychological assessments, clinical supervision

**Current Supervision Scholarship in Psychology:**

**A Five Year Review**

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*Rodney K. Goodyear*

*Keyondria Bunch*

*Charles D. Claiborn*

*This paper reviewed five years of supervision-related articles that had been published in psychology journals. Almost one-fourth of the articles were published in Professional Psychology: Research & Practice. The other journals most frequently represented in this review were the Journal of Counseling Psychology, Journal of Clinical Psychology, and Psychotherapy: Theory, Research, Practice, Training. The largest single category of articles during this five-year period concerned supervision that in some way was harmful. Surprisingly few articles, though, concerned issues of race or culture. The most frequent type of article was theoretical or conceptual in nature. However, when the various categories of articles that were in one way or another research-based were combined, this comprised the largest overall category.*

**KEYWORDS.** Research and practice, counseling psychology, clinical psychology, clinical supervision, supervision training

**Clinical Supervision in Nursing: What's It All About?**

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*Janice M. Jones*

*Clinical supervision in nursing has been largely defined by practicing nurses in the U.K., Australia, and New Zealand. In this context, it generally refers to a reflective*

*practice on the part of a novice or new nurse (the supervisee) and the expert nurse or supervisor. It is considered a mandatory and obligatory process both in the execution and development of the clinical supervisory relationship. Clinical supervision in the U.S., however, has been defined as the relationship between faculty or preceptor and student in a clinical nursing practice setting. Reflective practice through the use of inquiry is only one tool used in the evaluation process of the student. Clinical supervision also is known in the clinical setting as the relationship between the nursing staff and an administrative clinical staff member. This relationship is primarily supportive and evaluative in function and does not meet the criteria for clinical supervision as defined in the U.K. This manuscript describes the definition and use of clinical supervision outside of the U.S. and its utility within the academic and clinical nursing community within the U.S., especially its use in the magnet hospital accreditation process. A comprehensive bibliography is provided that may be useful to other disciplines utilizing and conducting research in the area of clinical supervision.*

KEYWORDS. Clinical supervision, nursing

## Field Instruction in Social Work: A Review of the Research

Literature

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*Marion Bogo*

*A review of recent literature on field education revealed an extensive body of knowledge consisting of theoretical, educational, and empirical work. This paper reviews 40 studies on field education undertaken in the past five years. A number of relevant themes emerged from this review related to the context of field education, processes of field instruction, assessment of student learning and competence, training field instructors, and international practicum. Despite methodological limitations, these studies are building towards evidence-based field education practices.*

KEYWORDS. Field instruction, field education, practicum, student supervision

